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ABSTRACT

To improve reading/writing skills in a target group of 10 first-grade students, an intensive writing curriculum was implemented over a period of 10 weeks. The program included numerous strategies to improve beginning skills: using concrete objects for classification; using comic strips to illustrate sequencing; daily practice on correct posture and placement of paper for writing; alphabetizing sets of letters; and individual writing conferences. The goal of this project was to reduce the discrepancy between students' demonstrated beginning reading/writing skills and expected skills. Success was measured by measuring the results of a posttest against the county's expectations for grade 1 students. The strategies used in this project clearly indicated that the students mastered all 6 objectives with at least 80% mastery. The strategies and activities presented in this project may provide teachers additional resources to help pinpoint their students' areas of weakness. The motivation this project gives to teachers is to individualize their instruction. Appendixes include a sample assessment card, a teacher-made criterion-referenced test, and the county's grade 1 formal writing assessment. (Author/MG)

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IMPROVING READING/WRITING SKILLS OF FIRST GRADE STUDENTS

BY

MARIA T. O'NEIL

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

June 1990

CS 213 520

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TABLE OF CONTENTS

Title Page i

Authorship Statement ii

Abstract iii

Observer's Verification iv

Chapters

I. Purpose 1

II. Research & Solution Strategy 11

III. Method 19

IV. Results 24

V. Recommendations 27

Reference List

Appendices 29

Appendix A: Writing Assessment Card 30

Appendix B: Formal Writing Assessment 32

Appendix C: Post-Test 36

Appendix D: Sorting Things Worksheet 41

Appendix E: Putting Letters in ABC Order 43

Appendix F: ABC Order of Letters 45

Appendix G: ABC Order 47

Appendix H: Time: First and Last 49

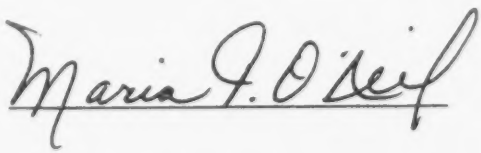
Appendix I: Putting Stories in Order 51

Appendix J: Listening for Order 53

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work presented here, will earn similar respect.

At this time, I would like to thank Mr. John Luposello, my principal, for allowing me to implement this practicum project at this school. I would also like to thank Dr. Linda Gauhan, my practicum advisor, for her continued support and guidance throughout the writing and implementation of this practicum report.



ABSTRACT

Improving Reading/Writing skills of First Grade Students
O'Neil, Maria T., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: County Developed Formal Writing Assessment/Formal Writing Assessment/Post-Test/Classifying Pictures/Sequencing Picture Stories/Alphabetizing/Copying Sentences/Individual Conferences/Correct Posture and Placement of Paper/

To improve reading-writing skills in a target group of 10 first grade students, an intensive writing curriculum was implemented over a period of 10 weeks. The program included numerous strategies to improve beginning skills: using concrete objects for classification, comic strips to illustrate sequencing, daily practice on correct posture and placement of paper for writing, alphabetizing sets of letters and individual writing conferences. The goal of this project was to reduce the discrepancy between students' demonstrated beginning reading-writing skills and expected skills. Success was measured by measuring the results of a post-test against the county's expectations for grade one students. The strategies used in this project clearly indicated that the students mastered all six objectives with at least 80 percent mastery. The strategies and activities presented in this project may provide teachers additional resources to help pinpoint their students' areas of weakness. The motivation this project gives to teachers is to individualize their instruction, which is noted in the results. Appendices include sample assessment card, teacher made criterion-referenced test and county Grade One Formal Writing Assessment.

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Practicum Title: Improving Reading/Writing Skills of First Grade Students

Student's Name: Maria T. O'Neil

Program Site: Tampa Date: May 30, 1990

Observer's Name: Stephanie J. Hough (please print---------and sign) Stephanie J Hough

Observer's position: Grade level Chairperson Phone #: 813) 688-1005

Observer's comment on impact of the project (handwritten):

Maria O'Neil has implemented reading and writing skills in her classroom the last ten week. She is an excellent teacher and a credit to the teaching profession. Stephanie J Hough

CHAPTER I

Purpose

This project was implemented in an elementary school in a new area of a large growing community of 16,750 residents. Housing is made up of moderately-priced single family homes, townhomes, and apartments with more still under construction. The community is approximately four to five years of age, except for a trailer park which is approximately twelve years of age and is within the school boundaries. Many new shopping plazas as well as fast-food chain restaurants and auto service stations are being built.

There are a variety of socio-economic levels represented at the elementary school although approximately 49 percent of the students come from lower-middle class families. The majority of the families were young and of Hispanic origin, with the minority being young Anglo families, both with small children. The community is involved with the school and children's education. Approximately 27 percent of the parents are active in the Parents Teachers Association group. The fire department as well as a large chain of supermarkets support the school.

This was a fairly new school in its fourth year of operation. According to the target elementary school's District Area Profile, the 1988-89 enrollment was 672 students. There were 90 kindergartners, 84 first graders, 91 second graders, 114 third graders, 115 fourth graders, 96 fifth graders and 82 sixth graders. Of these, 81 percent were Hispanics, 18 percent Anglos, and 1 percent other. Free or reduced lunch was provided for 38 percent of the student population. The staff at the school consists of two administrators, one counselor, one speech therapist, thirty-one classroom teachers, one media specialist, two clerical/secretaries, twelve non-instructional aides, and four custodians/service workers. Forty-three percent of the instructional staff have Master's Degrees.

The students at this elementary school are expected to show respect for themselves, for other students, for teachers and other adults. The staff is encouraged to use positive reinforcement for good behavior. A list of "expectations" for student behavior is made available to each student at the beginning of each school year.

In addition to the "regular" curriculum, Bilingual Education, Special Education, Speech Therapy, Art, Music, and Physical Education classes are also offered to the students. Special education classes consist of self-contained classes for learning disabled, emotionally handicapped, and severely-emotionally handicapped students.

This writers' responsibilities as a first grade classroom teacher were to teach the basic skills of reading, writing, and mathematics using a diagnostic prescriptive approach and to group and individualize instruction in these areas. Additional responsibilities were to teach the content area subjects of social studies, science, health and safety and adjust objectives and assessment methods when appropriate.

This author is teaching first grade for the first time this school year. Previous grade levels taught include third and second grades. This author has noted that several first grade students are not progressing at rates commensurate with county guidelines in the area of writing. First grade students in this county are six and seven years old. Students must be six by September 1 to enter first grade.

Ten of the 22 students in the heterogeneously grouped target first grade class were demonstrating reading and writing skills which are below expectation for this age and grade according to the county curriculum guide. Documentation of this problem comes from several sources: student written work, data on each student's writing assessment card (Appendix A: 30), and results of the county Grade One Formal Writing Assessment (Appendix B: 32). The goal of this project was to reduce the discrepancy between students' demonstrated beginning writing skills and expected writing achievement as set forth in the county curriculum guide for first graders.

Samples of the students' writing were collected during the first semester of first grade. Examples of student writing tasks during this time included copying sentences from the blackboard, classifying pictures, sequencing picture stories, alphabetizing, and beginning process writing which includes writing in journals and writing beginning stories. Ten of the students in the target class demonstrated deficiencies in the above skills as judged by the teacher.

Each student's progress was followed using individual writing assessment cards which are kept in students' cumulative folders. The cards list specific skills and competencies which were taught during the year. After instruction is provided on each particular objective, the teacher indicates whether or not a student has mastered the objective on the writing assessment card. Following a semester in first grade, all students were expected to have demonstrated mastery of at least seven objectives: classifying pictures, arranging pictures in sequence, writing legible manuscript, writing the alphabet, recognizing the alphabet, copying sentences, and writing their first names. Review of the students' writing assessment cards indicated that 10 of the 22 students have not mastered four of the above skills.

First grade teachers administer the county-developed Formal Writing Assessment to the first grade students toward the beginning of the school year. This test was administered in order to evaluate students' early writing skills. The test was developed by Woods, 1984, who was a reading specialist in the county. No validity or reliability data were reported for this

instrument. The content addressed and the face validity of the instrument appear appropriate. Skills measured on this writing test include classifying pictures and shapes under appropriate headings, arranging a group of three pictures in an appropriate sequential pattern, recognizing the uppercase letters of the alphabet in sequence, and copying sentences using legible manuscript. This was considered a pre-readiness writing test that all entering first graders are expected to successfully complete. One hundred percent mastery was expected for this five-item criterion-referenced test. Ten students in the target class failed one or more items. Four failed one item, two failed two items, one failed three items, and three missed four of the five items. No one missed all five items. Overall, 10 students failed to master the content of this test.

The 10 students who demonstrated the greatest difficulty in writing as measured by the above methods were selected as the target group. The primary objective of this project was to improve writing skills in the target group. It is hoped that 100 percent of the identified students will successfully complete a

teacher made test of the above skills following implementation of an appropriate instructional program. None of the target students are identified as being exceptional education students.

By implementing an intensive writing curriculum over a period of 10 weeks, the target group should improve writing skills. School records suggested that if intervention was not implemented, the students would continue to function below grade level; therefore, they would not be able to master specific objectives required in first grade. To develop abilities in writing the strategies must be specific to the writing skill being taught. This project was implemented in a small group setting so that the students involved received individualized instruction in specific skills. This intensive writing curriculum included the following:

1. Using concrete objects for classification.
2. Using comic strips to illustrate sequencing.
3. Daily practice on correct posture and placement of paper for writing.
4. Alphabetizing sets of letters.
5. Individual writing conferences.

Continuous observations on a one-to-one basis were made by the writer during the implementation period to document improvement made by the students. Specifically, the objectives for this project were as follows:

Following a period of 10 weeks, the target low achieving first grade readers were to successfully master first grade reading and writing skills as measured by a teacher-made, criterion-referenced test (Appendix C: 36) designed to measure:

1. Following a period of 10 weeks, the target low achieving first grade readers were to successfully master the first grade skill of classifying pictures as measured by at least 80 percent success on a teacher-made, criterion-referenced test (Appendix C: 36).
2. Following a period of 10 weeks, the target low achieving first grade readers were to successfully master the first grade skill of arranging pictures in sequence as measured by at least 80 percent success on a teacher-made, criterion-referenced test (Appendix C: 36).

3. Following a period of 10 weeks, the target low achieving first grade readers were to successfully master the first grade skill of writing in legible manuscript as measured by at least 80 percent success on a teacher-made, criterion-referenced test (Appendix C: 36).
4. Following a period of 10 weeks, the target low achieving first grade readers were to successfully master the first grade skill of recognizing the alphabet as measured by at least 80 percent success on a teacher-made, criterion-referenced test (Appendix C: 36).
5. Following a period of 10 weeks, the target low achieving first grade readers were to successfully master the first grade skill of copying sentences as measured by at least 80 percent success on a teacher-made, criterion-referenced test (Appendix C: 36).
6. Following a period of 10 weeks, the target low achieving first grade readers were to successfully master the first grade skill of writing the first name as measured by at

least 80 percent success on a teacher-made, criterion-referenced test (Appendix C: 36).

CHAPTER II

Research and Solution Strategy

According to Clair (1982), individual conferences are vital to students' progress. Clair studied first grade students with whom individual conferences were held. These students were retested after five consecutive lessons on long vowel sounds. Retesting showed a marked change in the individual's comprehension and self-confidence capabilities. Clair found that not only were students able to retain information more easily; students also felt more comfortable and more confident in the tasks they were performing. In order to follow the students' progress, it is important to have individual conferences during the writing process. These conferences will build self-concept and maintain good control over the steps outlined for the objectives in teaching the lessons. An objective of this project was to have individualized conferences reinforce those skills that are being learned and give students feedback on a more consistent basis.

Will and Boone (1982) suggest that students need definite structure throughout the writing process.

Students need detailed rewriting activities and ongoing guidelines from the teacher.

This project was to engage students in very structured lessons designed to give practice to the basic movements of writing itself. These handwriting exercises were conducted at the chalkboard as well as on regular writing paper. The purpose of these activities is to teach letter forms and how they are created. During this project, the students will have guidance from the teacher on a constant basis.

Throughout the review of the literature, emphasis was placed on small groups and individualized conferences as being most beneficial to the teaching of writing. Lordon (1985) reports that small classes can help increase achievement in the basic skills of reading, writing, and math. As stipulated before, the effectiveness of small group instruction allows students to receive more individualized attention. Conducting small group activities allows the child to receive one-on-one interaction in the learning process. This project was to emphasize individual instruction, and all the instruction was conducted in small groups.

Shaughnessy (1987) states that many teachers continue to practice a pedagogy focusing more on correctness, form, and product rather than on motivation and process. By doing this, teachers have lowered students' interest and development in writing as the activities are not appealing or motivating to the students.

The writer of this study believes that emphasis on the product should be limited and more emphasis should be placed on the process the child utilizes to arrive at a conclusion. Therefore, the instructor should provide a means to motivate the child's thinking process. For example, it is motivating to young children to use comic strips to teach sequence and to use concrete objects to teach classification.

Spicola (1985) emphasizes that "minority children" (children from different cultural backgrounds) should not be thought of as deficient learners, but as active learners who can decipher information and understand it. Successful experiences will build confidence in both oral and written language.

According to Smith (1983) visual representation of a story is more effective than written representation.

If the pictures are attractive and related to a past experience, the child will be able to retell or place the sequence of events in order. In this project, the writer utilized comic strips as a means of motivation for learning. Comics were utilized to aid the children in grasping sequencing skills.

In another study, Robledo (1988) stresses the importance of sequencing skills as a means to improve comprehension skills in elementary school children. Having children read certain items along with the use of pictures or diagrams related to the story, allows the individual to follow along with what was read. Robledo feels that following reading with pictures helps improve one's comprehension skills. As established by the county guidelines, sequencing skills are necessary to identify the order of events from simple to more complex. For example, the alphabet follows a sequence as does putting pictures in the correct order to tell a story.

Corbin (1987) agrees that writing should be made interesting to the young child. By providing a pleasurable atmosphere in which young readers will feel comfortable, their capabilities will be expanded.

Corbin did this by using different methods such as story cards and attractive pictures related to what the individuals were reading. His target group was mixed first grade classes. By doing this, the students' level of interest will rise and this will encourage success. This writer believes an inviting atmosphere for the students to work in will motivate the students. In order for any student to be productive, it is necessary for the teacher to have a positive attitude. The atmosphere was charged with interest through creative use of wall space such as attractive alphabet and number charts, colorful animal posters and more. Productivity was encouraged by giving students opportunities to write. Creativity was also encouraged by giving students time to try things independently.

Rubin (1985) states that concept development in the primary student is very important. Preschool children learn concepts, for the most part, from direct experiences. Unless young children have had direct sensory experiences, they will have difficulty in concept development. Kindergarten children learn to group many objects. In the primary grades, children

must learn simple concepts such as over and under, big and little, etc. Proceeding from a concrete to a more abstract level, the pupils learn to classify things such as dogs and animals, days and weeks, pennies and money, and so on. One of the objectives of this project is to use concrete objects to teach the target population classification skills. This activity was important in developing writing skills as it helps the students to organize ideas.

After the writer gathered all relevant information pertaining to the subjects, the author implemented strategies to encourage low achieving first grade students' achievement in specific reading and writing skills. The writer believes that because of the age level of the target population, reading and writing should be made interesting and fun for the first graders.

The first strategy used was Clair's individualized conferences. This approach allowed one-on-one communication between the teacher and the student. This helped the child build self-concept and avoid sharing incorrect responses during the class that may provoke

embarrassment and lower self-esteem. This approach was used throughout the implementation of the practicum.

The second strategy suggested by Will and Boone (1982) resembles the first strategy. Forming small groups to enhance peer assistance also serves to help students avoid public embarrassment. The concept of working with others without feeling intimidated or inhibited in the sharing of answers whether correct or incorrect should be stressed.

The third strategy the writer utilized is that of Smith (1983). Given different comic strips, the children learned to connect strips to form a puzzle and explain the sequence of events. Verbalization was reinforced as the child expressed interpretation of the pictures.

The fourth strategy consisted of practicing writing skills such as the alphabet, writing and spelling names using legible manuscript, classifying a given set of objects, and putting in sequence a given set of pictures. Will and Boone's (1982) idea of detailed rewriting activities and ongoing teacher guidance was incorporated. These activities were done

in small groups to enable students to benefit from Lordon's (1985) suggestions regarding individualizing.

Finally, generous successes were guaranteed by the program to help build student confidence and self-esteem. This was important according to Spicola (1985). Students were able to be successful with both oral and written skills.

Smith's (1983) results suggest that attractive visual materials were more motivating to students. Every attempt was made to use visually appealing materials so that students were attracted to and motivated to work from such materials. It was hoped that attractive materials, such as pictures and storycards, would maintain children's attention.

It is felt that this project provided students with unique early learning experiences. All too often classroom teachers are not provided the opportunity to work with students individually or to coordinate small groups. Most classwork is done in a large group setting. Therefore, this project provided the instructor the opportunity to meet the individual needs of each student.

CHAPTER III

Method

The author of this proposal provided different activities geared to the level of these first grade students to gain mastery of such skills as classification, sequencing, legible manuscript and alphabetizing. The writer of this project was responsible for providing materials, planning, preparing, motivating, teaching and evaluating the lessons. Positive reinforcement was a major element and was constantly used.

The time needed to implement strategies was 10 weeks. The writer dedicated a least one-half hour, three times a week to implement the strategies. All the materials needed were provided by the writer. The materials that were used during the implementation of this practicum were as follows: First grade writing paper, crayons, pencils, chalk, white sheets of paper, comic strips, scissors, glue, construction paper, and concrete objects, i.e., blocks, pencils, etc.

Close monitoring and individual conferences were done by the writer throughout the implementation of this project. Changes were made as necessary.

Timeline

Time	Activity
Week One	Three weekly meetings were held with 10 target students (30 minutes each). The students practiced positioning paper and holding pencil properly.
Week Two	The students traced and practiced writing straight line letters l,i,t. The students traced and practiced writing circle letters a,b,d,g,o,q, and p. The teacher corrected papers and reviewed paper and pencil position.
Week Three	The students traced and practiced writing curve line letters f,h,j,m,n,r,s and u and slant letters k,v,w,x,y and z to reinforce and develop a smooth, easy arm movement.
Week Four	The students practiced writing top-to-bottom shape letters l,i,t. Letters c and e were introduced. The students practiced all the letters of the alphabet. "The quick brown fox jumps over the lazy dog." The skill of classification was introduced. Concrete objects were used to help the children understand the concept of classifying.
Week Five	The students reviewed classification using concrete objects

	by completing Sorting Things Worksheet (Appendix D: 41). The students also reviewed classification skills through an oral exercise. The students listened to a set of words and told which word did not belong. The concept of alphabetizing was introduced. The students were given a worksheet to be completed by connecting the dots (Appendix E: 43).
Week Six	Mid point-Corrections. Necessary changes were made. The students made a picture dictionary by cutting pictures from magazines and newspapers and pasting them in ABC order and labeling them. The students completed a worksheet by writing the letters that were missing in ABC order (Appendix F: 45). The students reviewed ABC order. The students completed a worksheet by cutting out pictures and putting them in ABC order (Appendix G: 47). The teacher continued individual conferencing with each student.
Week Seven	The skill of sequencing was introduced orally. The students were asked to retell their morning events in order. The story "The Three Bears" was read and students retold events in order. The students reviewed sequencing by using DLM sequencing cards. The students completed a worksheet by indicating first and last events in a picture story (Appendix H: 49).

	The students practiced sequencing skill, i.e., putting stories in order (Appendix I: 51).
Week Eight	The students used comic strips to illustrate sequencing in a story. The students cut them apart and put them in a sequential order. The student completed a worksheet by listening to the teacher tell stories. The students numbered the pictures in a sequential order (Appendix J: 53).
Week Nine	The students reviewed correct letter formation by copying "The quick brown fox jumps over the lazy dog", on first grade writing paper. The students copied a safety slogan on first grade writing paper: "Stop! Look! Listen! Before you cross the street. Use your eyes and ears before you use your feet." The teacher reviewed correct position of paper and proper way to hold a pencil. The students reviewed classification skills by grouping concrete objects under appropriate headings. The students were provided with individual conferences to evaluate their progress.
Week 10	The students reviewed alphabetizing skills. The students had an opportunity to share their picture dictionaries with each other. The students reviewed sequencing skills by listening to "Cinderella" and retelling the story in order. The teacher administered the post-test (Appendix C: 36).

Post-Implementation	The teacher analyzed data and wrote final report.

CHAPTER IV

Results

The type of evaluation instrument that was used during the implementation of this project was a post-test created by the researcher. This post-test was measured against the county's grade one Formal Writing Assessment.

The post-test was given by the researcher to target first grade students during week 10.

The objectives of this project included:

1. Following a period of 10 weeks, the target low achieving first grade readers will successfully master the first grade skill of classifying picture as measured by at least 80 percent success on a teacher-made criterion-referenced test (Appendix C: 36).
2. Following a period of 10 weeks, the target low achieving first grade readers will successfully master the first grade skill of arranging pictures in sequence as measured by at least 80 percent success on a teacher-made criterion-referenced test (Appendix C: 36).

3. Following a period of 10 weeks, the target low achieving first grade readers will successfully master the first grade skill of writing in legible manuscript as measured by at least 80 percent success on a teacher-made criterion-referenced test (Appendix C: 36).
4. Following a period of 10 weeks, the target low achieving first grade readers will successfully master the first grade skill of recognizing the alphabet as measured by at least 80 percent success on a teacher-made criterion-referenced test (Appendix C: 36).
5. Following a period of 10 weeks, the target low achieving first grade readers will successfully master the first grade skill of copying sentences as measured by at least 80 percent success on a teacher-made criterion-referenced test (Appendix C: 36).
6. Following a period of 10 weeks, the target low achieving first grade readers will successfully master the first grade skill of

writing the first name as measured by at least 80 percent success on a teacher-made criterion-referenced test (Appendix C: 36).

On a weekly basis, the students met with the teacher in individualized conferences to discuss progress in the mentioned skills. The personal individual conferences allowed the author of this project to work with the student in a close, direct method, therefore, giving each student time to evaluate errors with the additional help of the teacher.

The results of the post-test indicated that all of the students mastered all six objectives with at least 80 percent mastery. All 10 students were able to classify pictures, arrange pictures sequentially, write using legible manuscript, recognize the alphabet, copy sentences, and write their first name.

It is the feeling of this writer that since this project has demonstrated success, it can be utilized with other areas of learning. Other age students may also benefit from the strategies used to implement this practicum. Also, students with learning problems may benefit from the techniques used.

CHAPTER V

Recommendations

The strategies used in this project proved to be successful. The methods described can be utilized every year with students that have similar deficiencies. This information will be shared with the administrators and all first grade teachers in the school as an effective program to implement with students with poor writing skills.

The author would like to present this program to the Language Arts coordinator. It is hoped that the methods and materials will then be provided to the other teachers as an effective program to implement to students deficient in writing skills.

The strategies and activities presented in this practicum project may provide additional resources to help teachers pinpoint their students' areas of weakness. The motivation this project gives to teachers is to individualize their instruction, which can be seen in the encouraging results.

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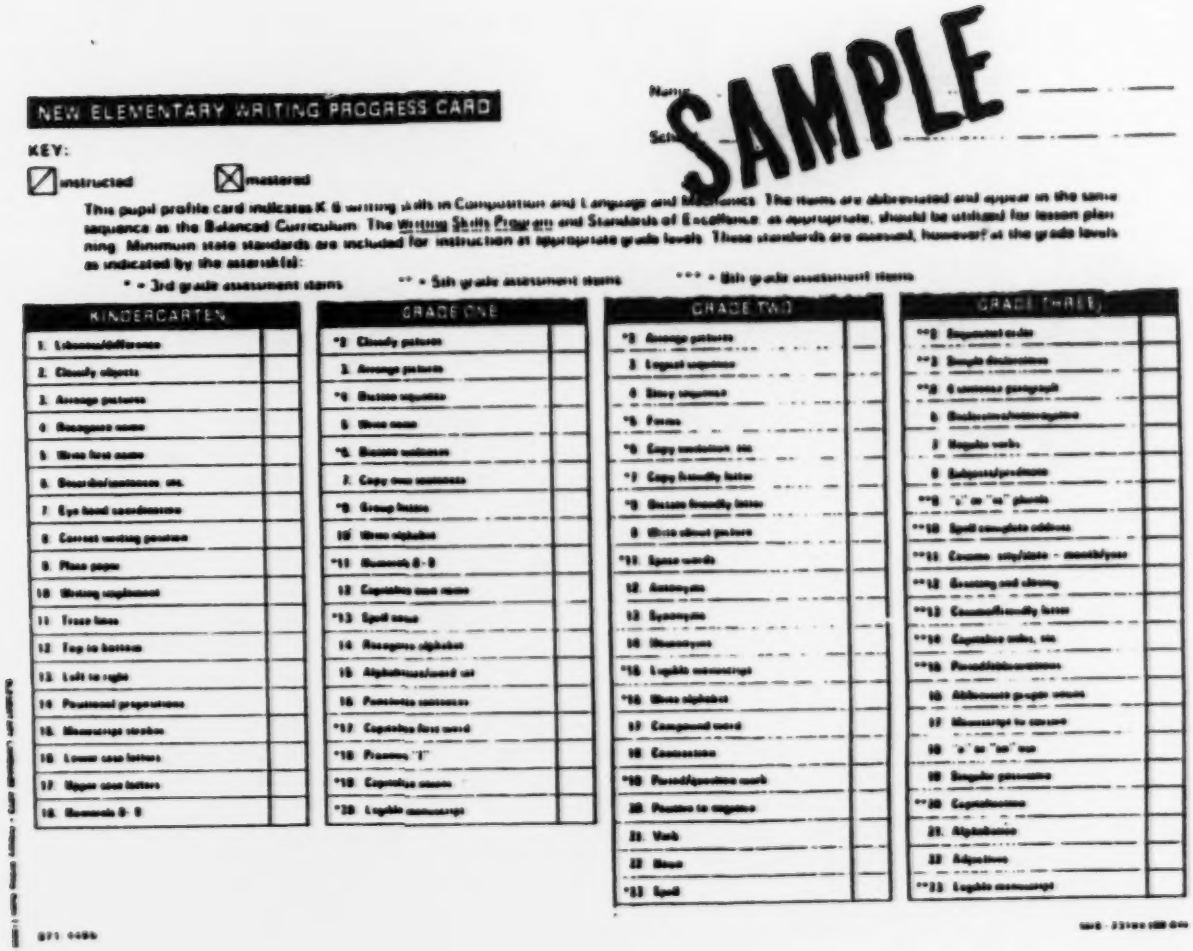
APPENDICES

Appendix A

Writing Assessment Card



NEW ELEMENTARY WRITING PROGRESS CARD

SAMPLE

Name _____

School _____

KEY:

☑ instructed ☒ mastered

This pupil profile card indicates K-6 writing skills in Composition and Language and Mechanics. The items are abbreviated and appear in the same sequence as the Balanced Curriculum. The Writing Skills Program and Standards of Excellence, as appropriate, should be utilized for lesson planning. Minimum state standards are included for instruction at appropriate grade levels. These standards are assessed, however, at the grade levels as indicated by the asterisk(s):

* = 3rd grade assessment items ** = 5th grade assessment items *** = 8th grade assessment items

KINDERCARTEN	
1. Likeness/difference	
2. Classify objects	
3. Arrange pictures	
4. Recognize name	
5. Write first name	
6. Describe/sentences etc.	
7. Eye hand coordination	
8. Correct writing position	
9. Place paper	
10. Writing implement	
11. Trace lines	
12. Top to bottom	
13. Left to right	
14. Prestroke preparations	
15. Manuscript strokes	
16. Lower case letters	
17. Upper case letters	
18. Numerals 0-9	

GRADE ONE	
*1. Classify pictures	
2. Arrange pictures	
*3. Discuss sequence	
4. Write name	
*5. Discuss sentences	
6. Copy own sentences	
*7. Group letters	
8. Write alphabet	
*9. Numerals 0-9	
10. Capitalize own name	
*11. Spell name	
12. Recognize alphabet	
13. Alphabetize/word set	
14. Punctuate sentences	
*15. Capitalize first word	
*16. Planning "I"	
*17. Capitalize names	
*18. Legible manuscript	

GRADE TWO	
*1. Arrange pictures	
2. Logical sequence	
3. Story sequence	
*4. Forms	
*5. Copy sentences etc.	
*6. Copy friendly letter	
*7. Discuss friendly letter	
8. Write about picture	
*9. Space words	
10. Antonyms	
11. Synonyms	
12. Homonyms	
*13. Legible manuscript	
*14. Write alphabet	
15. Compound word	
16. Contractions	
*17. Punctuation mark	
18. Positive to negative	
19. Verb	
20. Noun	
*21. Spell	

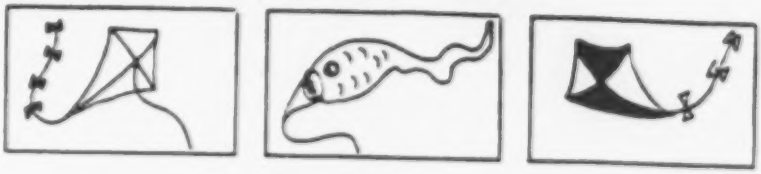
GRADE THREE	
**1. Sequential order	
**2. Simple declarative	
**3. 4 sentence paragraph	
4. Declarative/interrogative	
5. Regular verb	
6. Subject/predicate	
**7. "a" or "an" plurals	
**8. Spell complete address	
**9. Express city/state - month/year	
**10. Greeting and closing	
**11. Correct/friendly letter	
**12. Capitalize titles, etc.	
**13. Punctuation/sentence	
14. Abbreviate proper nouns	
15. Manuscript to cursive	
16. "a" or "an" use	
17. Singular possessive	
**18. Capitalization	
19. Alphabetize	
20. Adjectives	
**21. Legible manuscript	

Appendix B

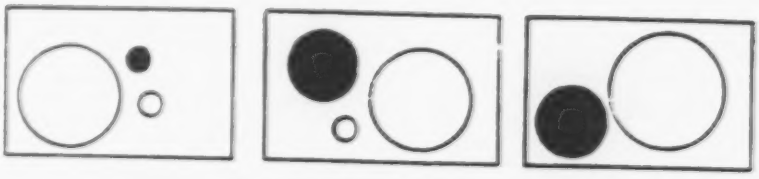
Formal Writing Assessment

*2 (9-13) Classify pictures and shapes under appropriate headings. 1

Look at the pictures below.



A. bells
B. dogs
C. kites

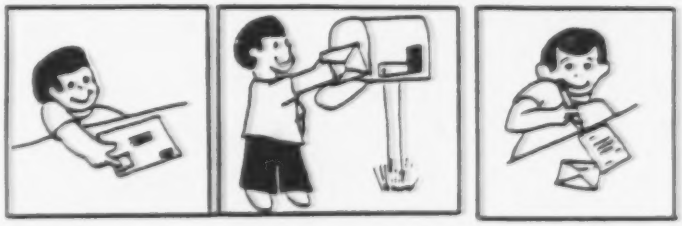


A. rectangles
B. triangles
C. circles

3. Arrange a group of three pictures in an appropriate sequential pattern. 1

Look at the pictures below:

Now look at the next pictures:



19. Recognize the letters of the alphabet in sequence.

		C		E	
G			J		L
	N			Q	
		U			X

20. Copy these sentences using legible manuscript.

1. This is my red crayon.

2. Mary can run fast.

3. I like ice cream.

Appendix C

Post-Test

Name _____ Skill: Alphabetical order. First ten.

Write each group of words in alphabetical order.

A.
red with me
1. _____
2. _____
3. _____

B.
six and jump
1. _____
2. _____
3. _____

C.
him very on
1. _____
2. _____
3. _____

D.
cut play top
1. _____
2. _____
3. _____

E.
not look bus
1. _____
2. _____
3. _____

*On the back, write the small letters of the alphabet in order

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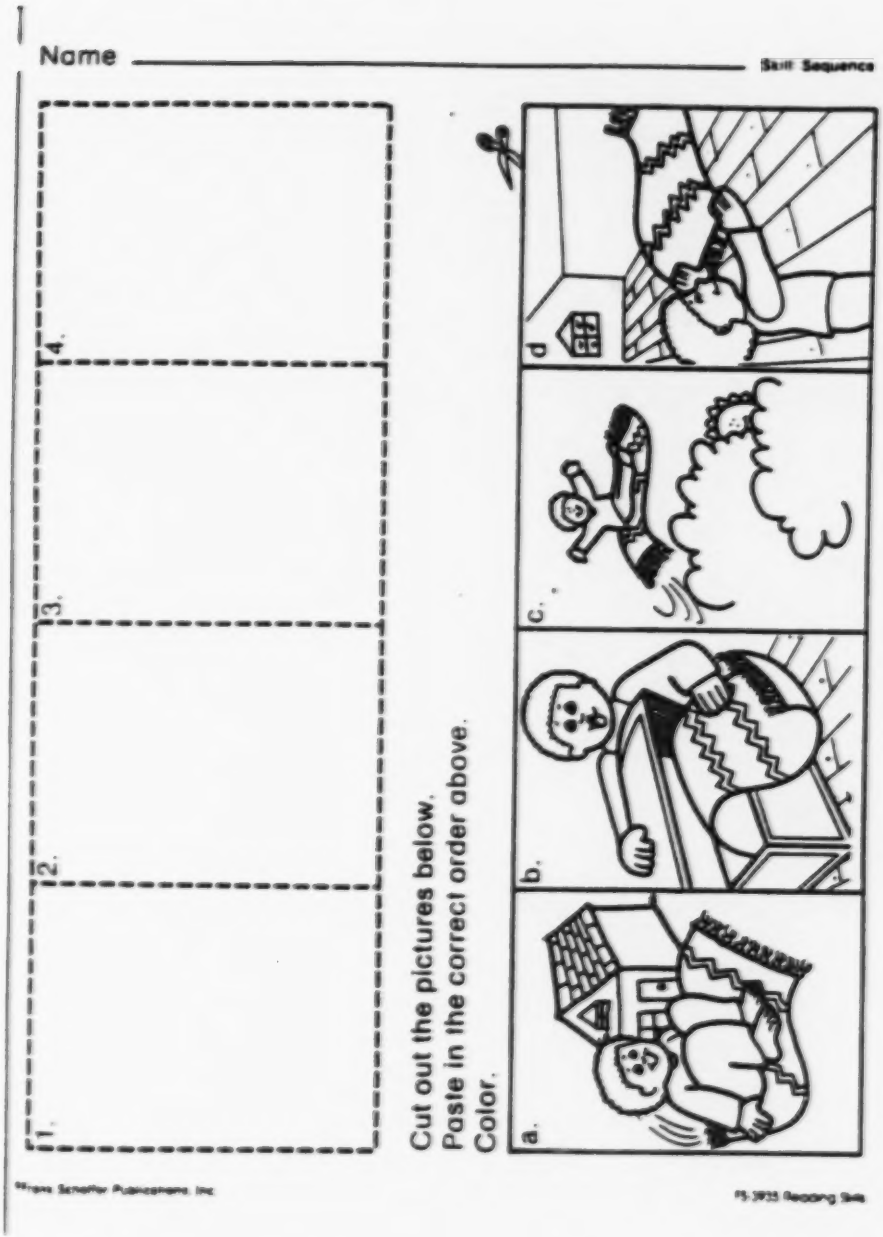

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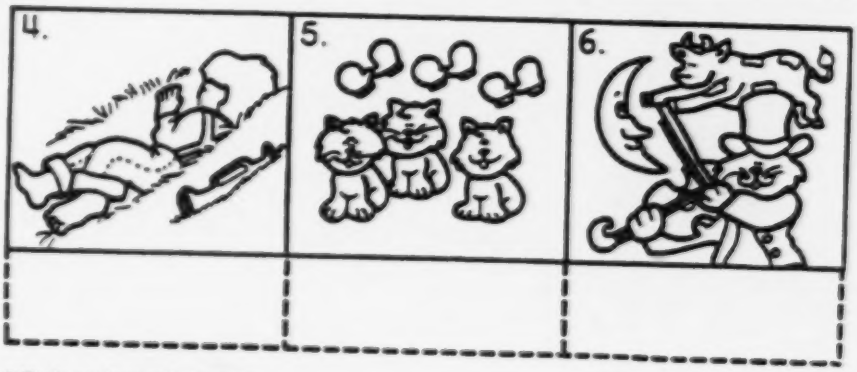
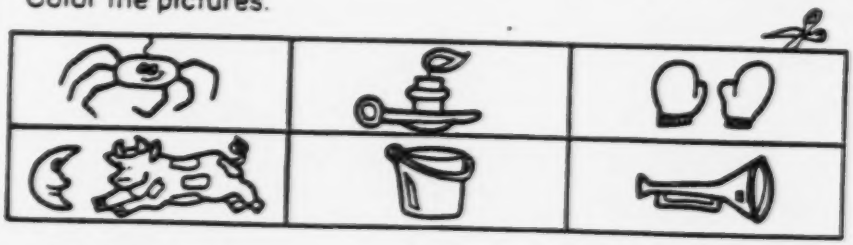
Name _____ Skill: Classifying

Cut out the pictures below.
Paste each one under the correct poem.



*Color the pictures.



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Name_____

Copy these sentences using legible manuscript.

1. You will run fast.

_____

_____

2. He will go home.

_____

_____

3. He wants to be a friend.

_____

_____

4. I saw three bears.

_____

_____

Schaffer, Frank. First Grade Reading Skills. California: Frank Schaffer Publication Inc., 1988.

Appendix D

Sorting Things Worksheet

Name _____

STUDY SKILLS

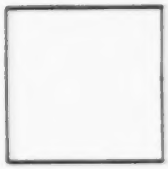
Sorting Things

- Talk about the shapes.

circle square triangle rectangle

- What shape is each picture? Match each picture.

1.
2.
3.
4.



Look at each shape. Which picture does not belong? Make an X on it.

5. triangle

6. rectangle

Talk with the children about the pictures. Read the directions to the children. Children categorize objects according to shape.

STUDY SKILLS Classifying

Schaffer, Frank. First Grade Reading Skills. California: Frank Schaffer Publication Inc., 1988.

Appendix E

Putting Letters in ABC Order

Name _____

Putting Letters in ABC Order

- Say the alphabet. Think about where the letters are in ABC order.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Connect the dots in ABC order.

Read the directions to the children. Say the alphabet with the children. Children connect the dots in alphabetical order to make a star and fill in missing letters in alphabetical sequence.

STUDY SKILLS Alphabetical Order

Schaffer, Frank. First Grade Reading Skills. California: Frank Schaffer Publication Inc., 1988.

Appendix F

ABC Order of Letters

ABC ORDER OF LETTERS _____

Name _____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

► Write the letter that is missing in ABC order.

1. e____g 2. h____j 3. k____m

4. O____Q 5. R____T 6. V____X

► Write the letters in ABC order.

m l n	c a b	g f e
7. _____	8. _____	9. _____
D B C	T U S	K J I
10. _____	11. _____	12. _____
n o p	X Y W	h f g
13. _____	14. _____	15. _____

Remind children to write capital letters with capital letters and lower case letters with lower case letters.

STUDY SKILLS: ABC Order (Practice)

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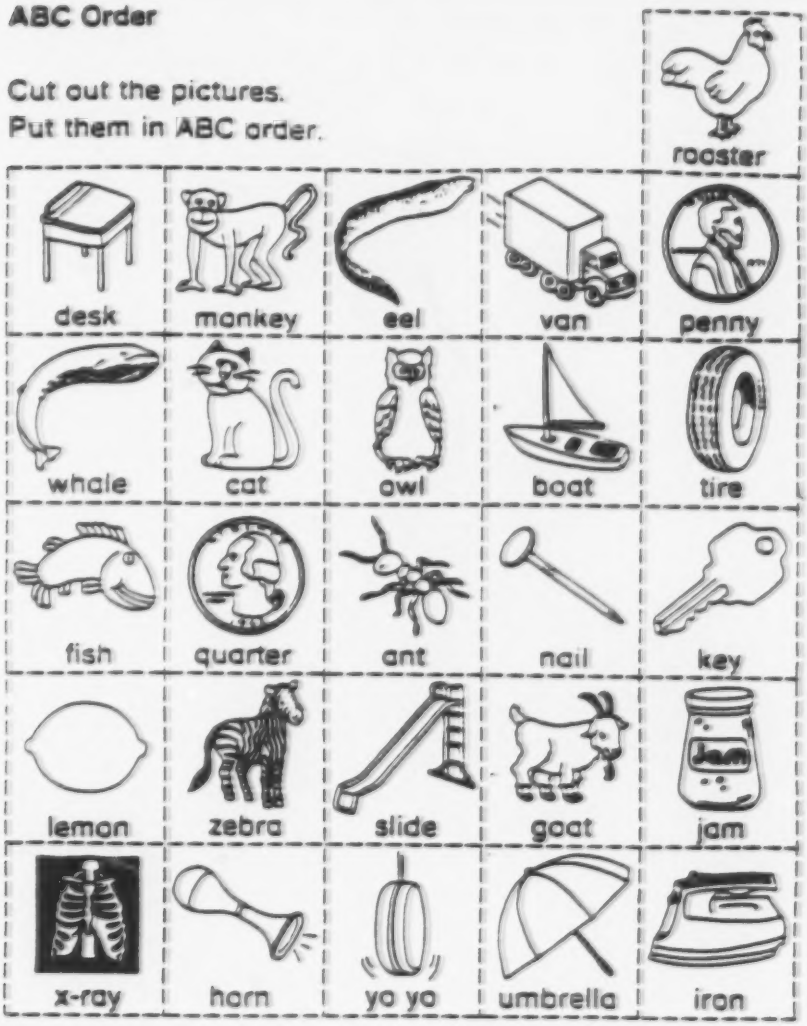
Appendix G

ABC Order

Name _____

ABC Order

Cut out the pictures.
Put them in ABC order.



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Appendix H

Time: First and Last

Put an X on what happened first. Draw a ring around what happened last.

Time: First and Last

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Appendix I

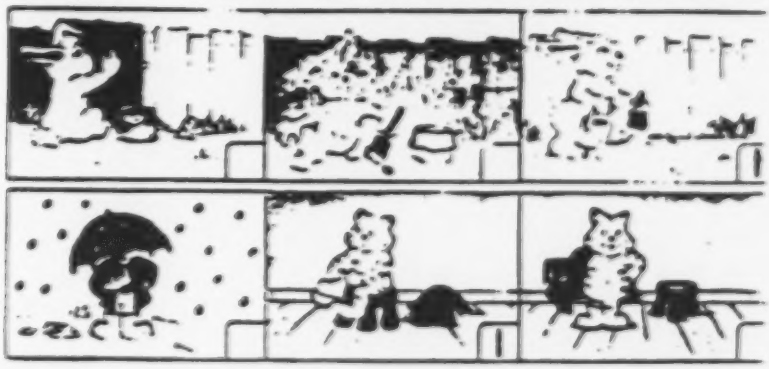
Putting Stories in Order

Name _____

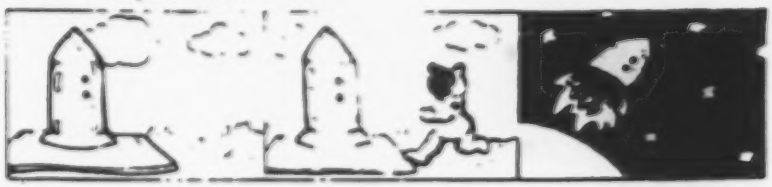
Putting Stories in Order

▶ **Think and Discuss :** Tell a story about the pictures. Whc happens first ? What happens next ? What happens last

■ **Practice :** Put the pictures in order. The first one is done



★ **Apply :** What happens last in the story ?
Circle the picture.



Schaffer, Frank. First Grade Reading Skills. California: Frank Schaffer Publication Inc., 1988.

Appendix J

Listening for Order

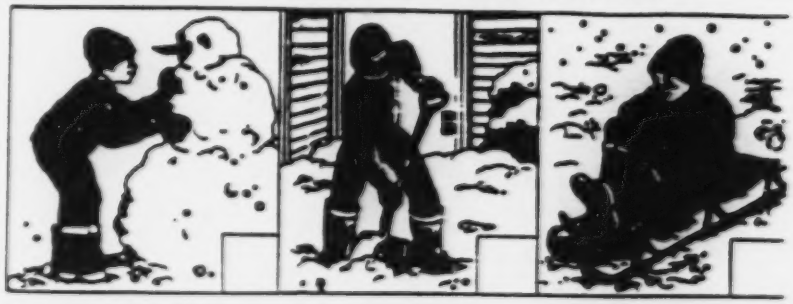
Name _____

Listening for Order

▶ Listen. Are the pictures in order?

■ Listen. Put the pictures in order. Write 1, 2, and 3.

1.



2.

Read the sentences with the children. Have them listen as you tell the stories. (See the Teacher's Edition.) Children number pictures sequentially and listen to directions to complete an activity.

STUDY SKILLS Sequencing

Schaffer, Frank. First Grade Reading Skills. California: Frank Schaffer Publication Inc., 1988.